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ABSTRACT

This lesson plan can be used in social studies, language arts, or library research. The instructional objective is for students to select a topic of study relating to Africa, write a thesis statement, collect information from media sources, and develop a conclusion. The teacher may assign the lesson for written or oral evaluation. The teacher prepares a topic list to guide students to the preferred area of study and research. The lesson plan requires the student to use libraries and to: (1) use study skills to complete tasks, monitor success, and record and restructure information; (2) use research skills to evaluate, select, record, and reorganize information; (3) use reference skills to locate information from a variety of sources; and (4) use critical thinking skills to solve research problems. (BT)

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THE FOLLOWING SAMPLE SOCIAL STUDIES TEACHING LESSON HAS BEEN ORGANIZED TO COMPLY WITH SOCIAL STUDIES STANDARDS SKILL ACQUISITION.

1) SELECT A TOPIC FOR RESEARCH USING AN APPROPRIATE THESIS STATEMENT.

2) DOCUMENT SOURCES BY FOOTNOTE AND BIBLIOGRAPHY.

3) SYNTHESIZE INFORMATION AND OPINION FROM CONFLICTING SOURCES.

IDEALLY, STUDENT SKILL PROFICIENCY AND FAMILIARITY WITH COMPUTER DATA WILL INCREASE.

INCLUDED IS A LIST OF SUGGESTED RESEARCH TOPICS.

TEACHER PLANNING GUIDE:

1. **WARM UP**: WHAT BRIEF TASK CAN I USE TO FOCUS STUDENTS' ATTENTION TO AFRICA? (SUGGESTION: READ FROM A CURRENT NEWSPAPER ARTICLE)

2. **OBJECTIVE**:WHAT IS THE PRIMARY INSTRUCTIONAL FOCUS OF MY LESSON?
(SUGGESTION: LEARN ABOUT AFRICA, APPLY RESEARCH SKILLS -- "THE STUDENT WILL. . .")

3. **DEVELOPMENTAL ACTIVITIES**: HOW WILL STUDENTS BE AIDED WITH CONSTRUCTING MEANING, ORGANIZING INFORMATION, AND RETAINING INFORMATION? (SUGGESTION: STUDENT WILL DEVELOP THESIS STATEMENT, PREPARE RESEARCH NOTES USING INDEX CARDS OR OUTLINE, WILL PRESENT INFORMATION FOR EVALUATION.)

4. **PROCEDURAL KNOWLEDGE**: WHAT HABITS OF MIND WILL BE INTRODUCED, EMPHASIZED, AND /OR REINFORCED? (SUGGESTION: STUDENTS WILL PROCESS AND EVALUATE CONTENT FROM A VARIETY OF SOURCES BY APPLYING COMPREHENSION SKILLS.)

5. **GUIDED PRACTICE ACTIVITIES**: WHICH EXTENDING AND REFINING THINKING PROCESSES ARE MOST APPROPRIATE FOR THIS PARTICULAR LESSON? (SUGGESTION: SELECT: COMPARISON, CLASSIFICATION, INDUCTION, DEDUCTION, ERROR ANALYSIS, ANALYSIS OF PERSPECTIVES, ABSTRACTION, AND/OR CONSTRUCTING SUPPORT.)

6. **INDEPENDENT ACTIVITIES/MEANINGFUL-USE TASKS**: DECISION MAKING, PROBLEM SOLVING, INVESTIGATION, EXPERIMENTAL INQUIRY, AND/OR INVENTION.

7. **ASSESSMENT ACTIVITIES**: WHICH FORMATIVE ASSESSMENT STRATEGIES WILL BE USED TO ENSURE THAT STUDENT PROGRESS IS MONITORED FROM THE BEGINNING TO THE END OF THE LESSON? (SUGGESTION: TEACHER ACCEPTANCE OF TOPIC THESIS STATEMENT; OUTLINE OR NOTECARD REVIEW; BIBLIOGRAPHY; ORAL/WRITTEN PRESENTATION.)

8. **CLOSURE ACTIVITY**: HOW DOES THE LESSON RELATE TO THE STUDENT AND THE WORLD HE/SHE INHABITS? (SUGGESTION: STUDENTS WILL COMPLETE ESSAY RELATING TO THE VARIOUS TOPICS PRESENTED THROUGH STUDENT ASSIGNMENTS.)

OBJECTIVE: THE STUDENT WILL DEMONSTRATE THE ABILITY TO RETRIEVE RESEARCH DATA RELEVANT TO AFRICAN STUDIES.

OBJECTIVE: THE STUDENT WILL SELECT A TOPIC FOR RESEARCH; DEVELOP A THESIS/PROBLEM STATEMENT, SYNTHESIZE RESEARCH; AND COMPILE A FOOTNOTE PAGE AND A CHRONOLOGICAL BIBLIOGRAPHY.

EXAMPLE: 1) FROM THE SAMPLE RESEARCH TOPIC LIST, A STUDENT HAS SELECTED MALARIA AS A TOPIC FOR RESEARCH. 2) THE STUDENT WILL RESEARCH NEWSPAPERS AND OTHER RELATED SOURCES (IDEALLY, CD-ROM MAGAZINE DATA BASE), SUMMARIZING INFORMATION. 3) THE STUDENT WILL INTERPRET/ANALYZE THE INFORMATION AND DEVELOP A CONCLUSION.

DIRECTIONS TO THE STUDENT:

DESCRIBE THE PERSON/PLACE/SITUATION/PROBLEM, CLEARLY AND SPECIFICALLY -- COMPARE SOURCES -- WRITE YOUR PERSONAL INTERPRETATION/SOLUTION AS A CONCLUSION.

TOPIC: MALARIA

PROBLEM: MALARIA IS A SERIOUS HEALTH PROBLEM WITHIN AFRICA.

SOURCES:

(1) 25% OF THE DEATHS OF AFRICAN CHILDREN FROM 1-4 YEARS OF AGE ARE ATTRIBUTABLE TO MALARIA.

HUMAN TESTING AT THE NATIONAL UNIVERSITY OF COLOMBIA REGARDING SYNTHETIC MALARIA VACCINE . . ."NONE OF THE VACCINEES DEVELOPED SEVERE ILLNESS. . ." (1)

(2). . .(NEXT SOURCE)

(3). . .(NEXT SOURCE)

FOOTNOTES

(1) 3/30/88. "COLOMBIA RESEARCHERS TEST SYNTHETIC MALARIA VACCINE", THE CHRONICLE OF HIGHER EDUCATION (A13).

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RESEARCH IDEAS/TOPICS

A

EMBASSIES: AFRICAN COUNTRIES -- DC INFORMATION, 202 AREA CODE

WORLD BANK

MALARIA

UN FOOD AND AGRICULTURE ORGANIZATION (FAO)

WEST AFRICA MAGAZINE

SLASH AND BURN AGRICULTURE

INTERNATIONAL MONETARY FUND

CONVENTION ON INTERNATIONAL TRADE IN ENDANGERED SPECIES (CITES)

FORD FOUNDATION

ADULT EDUCATION

THE AFRICAN FUND

UNICEF

THESIS EXAMPLE: NGOS ARE NOT NEUTRAL CHANNELS IN WORKING WITH BOTH DONOR AND RECIPIENT COUNTRIES.

B

BAOBAB

THESIS EXAMPLE: THE BAOBAB TREE IS RECOGNIZABLE IN AFRICAN LANDSCAPES, PHOTOGRAPHY, AND POETRY.

BURKINA FASO

BURUNDI: HUTU

C

CHAD

THESIS EXAMPLE: MALNUTRITION IS A CONCERN IN CHAD.

CAMEROON: MONGO BETI

D

DJIBOUTI: DJIBOUTI IS A VITAL LINK BETWEEN ADDIS ABABA AND SEAPORTS.

E

ETHIOPIA: ADDIS ABABA

EGYPT: HORATIO HERBERT KITCHENER

THESIS EXAMPLE: KITCHENER WAS VIEWED AS A "MAJOR PLAYER" IN THE DEVELOPMENT OF AFRICA.

F

FRENCH COLONIES

THESIS EXAMPLE: CULTURAL MUTATION HAS TAKEN PLACE IN FRENCH COLONIES.

G

GHANA: DIRGES (DANCE/MUSIC/POETRY/SONG)

GHANA: SCHOOLS (ACCRA: LINCOLN COMMUNITY SCHOOL, CHRIST THE KING INTERNATIONAL SCHOOL, GHANA INTERNATIONAL SCHOOL, THE RIDGE SCHOOL; TEMA: THE VALCO SCHOOL; SEKONDI: FIJAI SECONDARY SCHOOL, ST. JOHN'S SCHOOL; KUMASI: ASANTEMAN SECONDARY SCHOOL, KUMASI HIGH SCHOOL, KUMASI ACADEMY.

THESIS EXAMPLE: THE SCHOOLS OF GHANA HAVE PRODUCED WELL-EDUCATED ADULTS WHO HAVE PARTICIPATED IN A "BRAIN-DRAIN" TO THE WEST.

GHANA: KENTE

GHANA: EWE

GHANA: KWAME NKRUMAH

GHANA: J.J. RAWLINGS

H

HIPPOPOTAMUS

THESIS EXAMPLE: THE HIPPOPOTAMUS CONTRIBUTES TO THE AFRICAN ECOLOGY.

I

IVORY COAST

THESIS EXAMPLE: COTE D'IVOIRE IS DEPENDENT UPON WORLD COCOA PRICES.

J

JOHANNESBURG

THESIS EXAMPLE: JOHANNESBURG DEVELOPED DUE TO THE LOCATION OF NATURAL RESOURCES.

K

KENYA: MAASAI OF MATAPATO

THESIS EXAMPLE: THE MAASAI ARE CONTESTING THE EXPANSION OF WILDLIFE RESERVES.

KENYA: SCHOOLS (NAIROBI: INTERNATIONAL SCHOOL OF KENYA, RIFT VALLEY ACADEMY, ST. MARY'S SCHOOL, LORETO CONVENT; THIKA: IMANI SCHOOL; KITALE: MANOR HOUSE SCHOOL)

KENYA: DANIEL ARAP MOI

KENYA: ISAK DINESEN

L

LIBERIA: PORO, SANDE, SNAKE SOCIETIES (BAKONA/BAFREHN)

LIBERIA: SAMUEL K. DOE

THESIS EXAMPLE: DOE'S GOVERNMENT WAS THE CAUSALITY (RESULTING) IN THE CIVIL WARS OF THE NINETIES.

M

MALI: MANDE BLACKSMITHS

MISSIONARY INTERPRETATIONS/DISTORTIONS

MALI: NIGER RIVER

MOZAMBIQUE: MAPUTO

MOZAMBIQUE: RENAMO

MALI: TIMBUKTU/TOMBOUCTOU

THESIS EXAMPLE: HISTORICALLY, TIMBUKTU WAS AN ISLAMIC CENTER OF KNOWLEDGE AND ARTS.

MALI: DOGON

MALI: DJENNE

N

NIGERIA: UNIVERSITY OF LAGOS

NIGERIA: YORUBA

THESIS EXAMPLE: THE YORUBA COMPETE FOR POWER IN NIGERIA.

NAMIBIA: WALVIS BAY

O

OUAGADOUGON

P

PORTUGUESE COLONIES

THESIS EXAMPLE: FORCED LABOR FOR COMMODITY PRODUCTION WAS THE PRINCIPAL CHARACTERISTIC OF PORTUGUESE COLONIES.

Q

QUAGGA

R

RWANDA

THESIS EXAMPLE: RWANDA, IN RECONSTRUCTING A "NATIONAL" COMMUNITY, MUST RECOGNIZE THE PROBLEM OF CONTEMPORARY RACISM.

S

SENEGAL: EHING FARMERS

SOUTH AFRICA: ZULU

SOUTH AFRICA: APARTHEID AND ANTI-APARTHEID

SOUTH AFRICA: PLATINUM AND RHODIUM

SOUTH AFRICA: AFRIKANERS

THESIS EXAMPLE: THE AFRIKANERS WERE A MIGRANT COMMUNITY.

SUDAN: SCHOOLS (KHARTOUM: AMERICAN SCHOOL, COMBONI COLLEGE, UNITY SCHOOL)

SUDAN: PEOPLE'S LIBERATION ARMY

SOUTH AFRICA: STELLENBOSCH UNIVERSITY

SOUTH AFRICA: SUN CITY

SUDAN: DINKA

SOUTH AFRICA: LADYSMITH BLACK MAMBAZO

SENEGAL: CHEIKH ANTA DIOP

T

TANZANIA: DR. LOUIS LEAKEY

THESIS EXAMPLE: OLDUVAI GORGE IS THE SITE OF HUMAN ORIGIN.

U

UGANDA: MAKERERE UNIVERSITY

UGANDA: ACHOLI

V

VICTORIA FALLS

THESIS EXAMPLE: VICTORIA FALLS IS A PHENOMENAL PHENOMENON OF AFRICA.

W

WINDHOEK

X

XHOSA

Y

YAOUNDE

Z

ZIMBABWE: SCHOOLS (UMTALI: MARYMOUNT COLLEGE, EAGLE SCHOOL; HIGHLANDS: ST. JOHN'S SCHOOL; MARONDELLAS: SPRINGVALE SCHOOL, RUZAWI SCHOOL)

ZAMBIA: LUSAKA

ZAIRE: UNIVERSITY OF KINSHASA

ZAIRE: AMOEBIC DYSENTERY

ZAIRE: MOBUTU SESE SEKO

ZIMBABWE: ROBERT MUGABE

ZIMBABWE: PERI PERI (NATIONAL HOT SAUCE), SADZA (NATIONAL DISH), NYEEMO (CHICK PEAS), BRAII (BARBEQUE GRILL), BILTONG (WILD GAME JERKY)

THESIS EXAMPLE: FOODS ARE A SOURCE OF ETHNIC IDENTITY.

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